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ABSTRACT

This book explores where masculinity is in primary schools. It has been argued by some commentators that a contributory factor to boys' underachievement is the predominance of women teachers in primary schools which has led to classroom management and teaching styles that favor girls. As this book shows, primary schools produce a range of masculinities for pupils to draw on. A number of questions are raised: What are the tensions for boys between what the school expects from them as pupils and how they are drawn to behave as boys? How does a primary school produce certain masculine styles in its day-to-day routines? In what ways do girls respond to male practices and behaviors in the primary school classroom? The book aims to provide readers with an understanding of the background literature on boys and schooling, an insight into masculinity-making in primary schools, and to offer strategies for developing gender-relevant programs. Chapters are divided into two parts: (1) "Context and Theoretical Perspectives"; and (2) "Inside the Primary Classroom." Chapters in part 1 are: "A History of Boys' Schooling"; "Theorizing Masculinities"; and "Boys and Primary Schooling: A Feminist Perspective." Chapters in part 2 are: "Primary Schools and Local Communities"; "Being a (School) Boy"; "Male Teachers and Primary Schools"; "Heterosexuality in the Primary Classroom"; and "Conclusion: Gender in the Primary Classroom." (BB)

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